

Niagara University
Graduate Counseling & School Psychology Programs – Fall 2006

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A. Course Number and Title

EDU 654 C1- Counseling Theories & Practice

Mondays 4:20-7:05; DN 207

Please turn off cell phones before entering classroom.

B. Catalog Description

This course will examine the various theoretical perspectives and techniques in the profession of counseling. While the majority of the class will be spent on studying and looking at various theoretical approaches to counseling, there will be some role-plays to practice the techniques outlined in the chapters. The class will also examine issues of socioeconomics, multiculturalism, sexual orientation, gender, etc. and how they impact counseling.

C. Educational Philosophy

The educational philosophy of Niagara University's Mental Health and School Counseling programs reflect a constructivist approach to education. The counseling programs also are set up in accord with the **Council for the Accreditation for Counseling and Related Educational Programs (CACREP)**. EDU 654 serves as a foundational, contextual class for students in the counseling programs. EDU 654 also services as a requirement for graduate students in the School of Psychology program. (Note: The School of Psychology programs adhere to standards of the **National Association of School Psychologists or NASP**.)

1. Professional Identity: *Addressed in EDU 654*
2. Social and Cultural Diversity: *Addressed in EDU 654*
3. Human Growth and Development: *Not addressed in EDU 654*
4. Career Development: *Not addressed in EDU 654*
5. Helping Relationships *Addressed in EDU 654*
6. Group Work: *Not addressed in EDU 654*
7. Assessment: *Not addressed in EDU 654*
8. Research and Program Evaluation: *Not addressed in course*

Note: Areas not addressed above are addressed in other counseling course work

Text:

Corey, G. (2000). *Theory and Practice of Counseling and Psychotherapy* (7th ed.). Pacific Grove, CA: Brooks/Cole.

D. Course Objectives

Upon completion of this fourteen-week learning experience the Graduate Learner will:

1. Be aware of the various approaches taken to facilitate and catalize insight growth and change, in the field of counseling today.
2. Have working knowledge of the basic components necessary for the counseling process to effectively occur, irregardless of approach.
3. Be able to practically apply the principles of each approach/theory to a personally framed (Confidential) life, issue, chosen by the Learner
4. Have increased awareness regarding some personal aspect of one's experience, viewed from the vantage point of each counseling theory assigned.

Theory Schools/Approaches:

Psychoanalytic
Adlerian
Existential
Person Centered
Gestalt
Behavior
Cognitive – Behavior
Reality
Feminist
Family Systems
Post Modern
Integrated

Outline of Course Content (reading assignments are done before date of discussion)

DATE ASSIGNMENT	TOPIC	READING
Aug 28	Orientation	Chapter 1 Chapter 2 Chapter 3
Sept 11	No Class – Labor Day	Chapter 4 Chapter 5
Sept 18	Psychoanalytic-adlerian	Chapter 6
Sept 25	Existential	Chapter 7
Oct 2	Person Centered	Chapter 8
Oct 9	No Class – Columbus/ Canadian Thanksgiving	Chapter 9
Oct 16	Gestalt – Behavior Theory	Chapter 10
Oct 23	Cognitive – Behavior	Chapter 11
Oct 30	Reality	Chapter 12
Nov 6	Feminist	Chapter 14
Nov 13	Family Systems	Chapter 13
Nov 20	Post Modern	Chapter 15
Nov 27	Integrative Perspective	Chapter 16
Dec 4		

E. Methods of Instruction

Educational Systems Philosophy	Learning Systems Philosophy
The human being is basically evil, and needs to be controlled and socialized in order to fit in to society.	Human beings are basically good and can grow on their own into civilized beings given the chance.
Human beings do not want to learn – they must be taught.	Human beings always want to learn – they are essentially a seeking, learning animal.
Some types of learning are better or more important than others.	Different types of learning are just different. No value judgments can be made.
Learning is preparation for life, and is therefore removed from life.	No one ever stops learning as long as they are alive – to stop learning is to die.
An experience is learning only if it takes place in a specifically sanctioned environment – what takes place outside that environment is not learning.	Any experience the person experiences, no matter where and under what circumstances, is real learning.
There is a group of people which is appropriately qualified to make decisions for other people.	All people must be involved in the decisions which affect their lives
The learner is subservient and has no rights.	The learner is equal and has all rights of human beings.
Knowledge is the province of a few skilled professionals; it is a mystery to the masses.	Knowledge belongs to the masses – it is generally available to all.
This philosophy calls for a closed system with opposing philosophies not tolerated, the underlying philosophy hidden, the philosophy closed to change.	This philosophy calls for an open system with opposing philosophies and integral part, the underlying philosophy open, and the philosophy open to change.
This philosophy violates the U.S. Constitution, Bill of Rights, and Declaration of Independence.	This philosophy follows the intent and letter of the U.S. Constitution, Bill of Rights, and Declaration of Independence.

As Graduate students in a professional program be encouraged to process and live in the Learning Systems philosophy; however, you, of course, may critically evaluate and disagree at any point in our class discussions.

Weekly Monday sessions will include a variety of learning strategies including large and small group discussion, playing in the theories, case considerations and lecture. It's, of course, expected that as a Graduate Learner, you will be an active participate in our session. Being an "active" learner involves (1) conscieneious reading of the theory(s) in preparation for the following week's session. (2) completing your session-theory self-therapy written assignment on date due (3) and dialoging professionally in our class session.

EDU 654 (C1) Counseling Theories and Practice
Bronson

Read: Corey: pp 19-20-21

Self-examine/select a specific, confidential, personal life situation or issue that you would like to experience increased self-awareness, growth, change, or increased understanding about. This framed life issue will be the ongoing basis for personal, self-“therapy” session papers utilizing five (5) theories of counseling. (50 pts each)

Give it reflective self-analysis before choosing your life issue; particularly in so far as what you select must have sufficient “content” to be workable through five assigned theories.

These assignments are the basis for your grade in EDU 654 and will be considered equivalent to six course examinations, so must reflect critical thought and careful consideration and theory application.

Evaluation Criteria: 50 pts.

25 points: Theory Principles

25 points: Application to life situation

Session Format: (indicate at the top of each submission)

Name: _____ Date: _____
Life Situation/Issue: _____
Counseling Theory Applied: _____
Session Theory Number: ex. "Session One" (etc) _____

1. Your life issue will not be a subject for class examples or discussion. It shall remain private and confidential (unless you care to self-disclose in the course of class discussion.)
2. On going throughout the semester and at the conclusion of each counseling approach considered, you will have the opportunity to apply the principles learned in each given theory to your specific, selected life issue.
3. The objective is to apply each learned theory to you practically and personally as it facilitates change/growth in the life issue you have selected to process; requiring a combination of objectively and subjective involvement. In these session papers you are both "client" and "counselor". The intent is not to simply "re-hash" a given theory nor to simply summarize, but to actively engage the theory as it attempts to render insight to your selected issue.

The therapy theories you will engage and apply to your confidential life issue: (your choice)

Analytic	{	(1) Psychoanalytic or Adlerian	<i>Due</i> Sept 25
Experiential and Relationship Oriented	{	(2) Existential, Person Centered or Gestalt	Oct 16
Action	{	(3) Reality, Behavior, Rational Emotive or Cognitive	Nov 6
		(4) Family Systems or Feminist	Nov 20
		(5) Final Theory Paper: Submit an integrated theory paper describing a basic model of the counseling theory/techniques that you do/would/will apply professionally in your clinical practice.	Dec 4

Grading and Presence

Presence at each class session is expected. After all, your clients will expect you to be there (not to be is grounds for a counter-transference issue and should be explored for insight with a supervisor).

However, more than two absences will result in a grade of incomplete. Counseling practice requires that the counselor be present for every session scheduled.

This course is part of the three professional programs and considered serious learning.

As counselors and psychologists you have an immediate impact on people's lives. Please apply rigor in your readings and written assignments.

A's = **Outstanding Achievement:** Work that substantially exceeds requirements for the assignment or course, which demonstrates strong critical and analytical abilities, effective written and oral expression, and original thought.

B's = **Superior Achievement:** Work that meets requirements for the assignment of the course, which is well written, and demonstrates thoughtful engagement with course material.

C's = **Acceptable Achievement:** Work that meets the requirements for the assignment or the course, including achievement of the college-level writing.

D's = **Minimal Achievement:** Work that minimally meets assignment and/or course requirements and warrants a passing grade.

F's = **Unacceptable Achievement:** Work that fails to meet assignment or course requirements and demonstrates no real effort to do so.

Total: 275	
275 – 270	A+
269 – 262	A
261 – 257	A-
256 – 248	B+
247 – 239	B
238 – 230	C+
229 – 221	C
220 – 212	C-
Below 212	F

Bibliography

Amatea, E. S. (1989). *Brief strategic intervention for school behavior problems*. San Francisco: Jossey-Bass.

Frankl, V. E. (1963). *Man's search for meaning*. New York: Pocket Books.

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. New York: Harper-Collins.

Kopp, Sheldon (1983). *If you Meet the Buddha on the Road, Kill Him*. Bantam Book.

Rogers, C. R. (1961). *On Becoming a Person*. Boston: Houghton Mifflin.

Snyder, C. R., Ingram, R. E. (2000). *Handbook of psychological change: Psychotherapy processes & practices for the 21st century*. New York: Wiley.

Talmon, M. (1990). *Single Session Therapy: Maximizing the Effect of the First (and Often Only) Therapeutic Encounter*. San Francisco: Jossey-Bass

Woolte, R. and Dryden W. (1996). *Handbook of Counseling Psychology*. London: SAGE Publications.

Focusing:

Because counseling involves an appreciation of learning to “slow down” from our busy lives, each class will begin with a focusing “stress clinic”. The purpose is that we “leave” our busy lives in order to prepare fully for the class material, and life generally.

Disability Accommodations:

Any student needing academic adjustments or accommodations due to a disability is requested to notify Dian Stolting, the Coordinator of Specialized Services. (First floor, Seton Hall, ph. 716-286-8076) Niagara University will make reasonable accommodations for persons with disabilities.

Counseling:

Confidential counseling services are provided for all Niagara University students free of charge. The Office of Counseling Services is located on the lower level of Seton Hall. (716-286-8536).